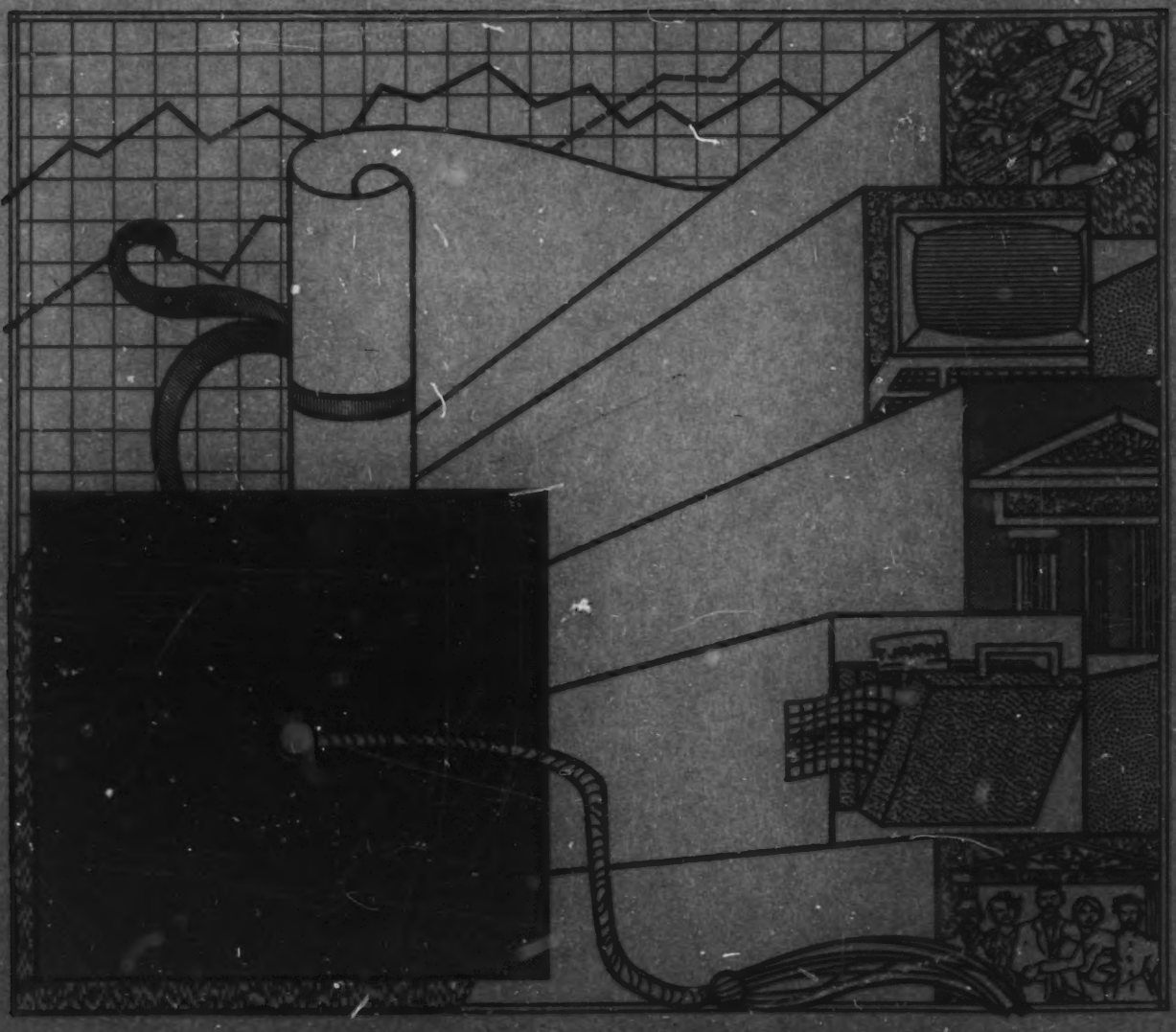
Office of Demographic, Employment & Educational Research

1989 Doctorate Employment Survey



1989 DOCTORATE EMPLOYMENT SURVEY

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1989 Doctorate Employment Survey

Between 1975 and 1986, APA conducted this annual survey designed to monitor the employment situation of new doctorate in psychology. In 1987 the decision was made to conduct these surveys biennially. The latest report, 1989 Doctorate Employment Survey is the first of these biennial efforts.

Methodology

The Doctorate Employment Survey (DES) is conducted during the academic year following receipt of the degree. Chairs are contacted for the names and addresses of persons awarded doctorates during the previous year. A questionnaire is mailed to these individuals requesting information on their employment status, type of position, employment setting, and work activities.

In September and October 1989, the chairs of 406 doctorate granting departments in the United States and Canada were contacted and asked to provide the names and addresses of individuals who had received their doctorates between July 1, 1988 and June 30, 1989. The list of departments was compiled from the APA publication Graduate Study in Psychology and Associated Fields 1989, ODEER's file of graduate departments of psychology and the membership list of the National Council of Schools of Professional Psychology. The 333 (82%) responding departments provided 3,827 names and addresses. Included in their list were 3,292 PhDs, 465 PsyDs, 57 EdDs and 13 graduates for whom degree type was not specified. Based on available data (e.g., responses to the yearly National Research Council (NRC) Survey of Earned Doctorates and department responses to the 1989 Graduate Study in Psychology and Associated Fields, it appears that the pool of survey recipients was reasonably inclusive, covering approximately 91% of all PhDs and 73% of all PsyDs awarded in psychology. It may be that the data on PsyDs are not as representative of the population of PsyDs as is the case with PhDs, and results should be interpreted cautiously.

A ten-page questionnaire was mailed to each of these recipients in early May 1990 (a copy of the questionnaire is included in the Appendix). Of the 3,827 survey recipients, 53 (less than 2%) indicated that they had not received their doctorate in the 1988-89 academic year. Another 193 (5%) were returned as undeliverable. A reminder postcard was sent to nonrespondents in June, and a follow-up mailing was conducted in July 1990.

A total of 2,441 useable questionnaires were returned, yielding an overall response rate of 63%. Response rates differed only slightly based on the type of doctorate awarded; approximately 64% of PhDs, 65% of PsyDs and 72% of EdDs responded.

Demographic Characteristics

Sex

Forty-two percent of the new doctorates were men, and fifty-seven percent were women (see Table 1). In 1981, women comprised 52% of the new doctorates, men 48%. As is the case in many science and engineering fields, the representation of women in psychology has been increasing. This is due both to an actual increase in the number of women as well as a decrease in the number of men in psychology. The gender distribution of the Doctorate Employment Survey respondents was not substantively different from that reported for 1989 doctorates by the National Research Council, which lends further credence to the representativeness of the sample.

Ethnicity

Although there have been slight shifts in the proportions of minority groups among the doctorate recipients, in general, minority representation has remained around 10 or 11% for the last ten years. The national data on 1989 doctorate recipients are consistent with these trends noted in the APA Doctorate Employment Surveys. In 1989, 89% of the doctorate recipients were White, approximately 3% were African American, 4% were Hispanic, almost 3% were Asian and less than 1% were American Indians. In the last ten years the number and proportionate representation of Hispanic doctorates has increased while the representation of African-American doctorates has decreased. Fewer than 1% were other races or unspecified. Of the 100 doctorate recipients of Hispanic heritage, almost half were "other" Hispanic, while 27% were Mexican American and 23% were Puerto Rican. One percent did not specify.

Age

Fully one-third of the respondents were between 30 and 34 years of age. Overall, almost half (48%) were less than 35 years of age. Another quarter were 35-39 years old. The average age of new doctorates was 36. National data indicate that the median age for new doctorates in psychology in 1989 was 33.7; this is in line with data from the Doctorate Employment Survey which indicated that the median age of new doctorates was 34.

Degree Type

The percent of new doctorates earning the PsyD has increased during the last decade. In 1981, data from the Doctorate Employment Survey indicated that 7% of the new doctorates received a PsyD. By 1989, this percent had increased to 12% among those responding to the survey. In 1989, almost eighty-six percent of the new doctorates earned a PhD, 12% earned a PsyD, and just under 2% earned the EdD (See Table 2). This is comparable to the representation of PsyDs indicated in the lists of names and degrees received from chairs. It is somewhat less than the representation of PsyD degrees among all doctorates reported in the APA publication Graduate Study in Psychology and Associated Fields in 1989. In sum, all data sources indicate that the representation of PsyD degrees is increasing among doctorate degrees in psychology.

Employment Status

Over three fourths of the new doctorates were employed full time, (78%), a tenth (10%) were employed part time, 9% were postdoctoral fellows and less than 2% indicated that they were unemployed and seeking employment. Since 1986, slight shifts have occurred in the percentage employed full time (82% in 1986 vs 78% in 1989) and in the percentages who are postdoctoral fellows (6% in 1986 and 9% in 1989). The data indicate that the proportions working part-time have increased slightly since the early 1980s, as have those in postdoctoral positions. There is no indication that the decrease in the percentage employed full time is reflective of any increase in unemployment among psychology doctorates (See Tables 1 and 2).

The largest proportion of graduates found employment before receiving the doctorate (almost 50%), while another 15% located their present employment positions within three months of receiving the doctorate. Interestingly, a rather substantial portion of the new doctorates took more than 6 months to find their current positions (20%). In general, there were few differences by position type (e.g., service provider, faculty or other), with most (over half) finding their current position before receiving the doctorate or within the 3 months following the doctorate. Interestingly, the largest proportion of those who were in a job when they began a doctoral program were in health service provider positions (69%). However, this represents only 8% of those in health service provider positions and less than 1% of the employed respondents.

Few substantial interfield differences were found when considering length of time to find current employment position by field of degree. The largest proportions of graduates across all subfields found their current positions prior to receiving the doctorate. This has positive implications for the field in view of the previous finding that less than 2% reported that they were unemployed and seeking employment.

Men were more likely than women to locate full-time employment (85% vs. 73%), whereas women were more likely to be employed part time than were men (14% vs. 4%) (See Table 1). Looking at employment settings, the gender representation in both practice and faculty positions across all fields was fairly comparable.

Unlike previous years, minorities did not report a higher rate of full-time employment (79%) compared to that for all respondents (78%). However, African Americans did have the highest percentage of full-time employment in 1989 (87%), and this also was the case in 1986 (90%).

Interestingly, across all racial/ethnic groups, the proportions with full-time employment have dropped since 1986. For Whites and African Americans, the shifts (since 1986) appear to have been from full-time employment to postdoctorate positions. Hispanics have increased in part-time employment and postdoctoral positions, while the largest shift for Asians has been an increase in postdoctoral positions, they have had and continue to have the highest representation in postdoctorate settings. Not surprisingly, the younger doctorate recipients (under thirty-five) were more highly represented among postdoctorates than were the other age groups. The

45-49 age group had the highest proportion of full-time-employed doctorate recipients.

Subfield of Degree

Table 2 indicates that, as a whole, the health service provider subfields had only a slightly higher full-time employment rate (80%) than that for doctorate recipients in the research subfields (78%). Fewer of the doctorates in the health service specialties (6%) pursued postdoctoral training upon receiving their doctorates in comparison with the total group (9%), or those trained in the research specialties (15%). Among the health service provider cluster, community and school psychology had the highest proportions employed full time, while respondents in health and clinical neuropsychology were most likely to hold postdoctoral fellowships.

A different pattern was found among the research specialties, such that a lower proportion was employed full time (75%) while a larger proportion was serving as postdoctoral fellows (15%). In some subfields, over half the doctorates were working as postdoctoral fellows (e.g., neuroscience and physiological psychology). Those with degrees in industrial-organizational psychology and educational psychology reported the highest rates of full-time employment.

Conversely, although their numbers were small, somewhat higher proportions of graduates in biological psychology, developmental psychology, psychopharmacology, and quantitative psychology were unemployed and seeking employment than were their colleagues in the other research subfields.

Perceptions of the Job Market

Overall, at least half of all graduates (52%) had a good or excellent perception of the job market. This did vary somewhat by employment status, such that over half (54%) of those who were employed full time reported good or excellent perceptions of the job market, while only 43% of those employed part time, 37% of those who were unemployed and seeking and 36% of the postdoctoral fellows gave such positive responses. Further, larger proportions of those not employed full time responded with poor perceptions of the job market than was the case for those employed full time.

Employment Patterns

In the present survey, full-time employment was characterized as a minimum of 35 hours per week. This included situations in which the person held a part-time job in addition to a full-time position (e.g., a part-time adjunct faculty position in addition to a full-time practice). Those with two part-time positions totalling 35 hours per week also were considered to be employed fulltime. Part-time-employed individuals were those holding one part-time position or those with two or more part-time jobs who worked less than 35 hours per week (See Table 3).

Of the 2,155 employed respondents for whom information was available, over half (54%) were solely employed in one full-time position, while another 25% had one full-time position plus a secondary part-time position. Almost 9% were employed full time in two or more part-time jobs, 7% were employed in only one part-time position, and almost 4% had multiple positions totalling less than 35 hours per week. Although the proportions employed full time in one position have dropped slightly since 1981 (almost 4%) and those found working part time in part-time positions have inched upwards a few percentage points, the patterns of full-time and part-time employment have remained relatively stable over the last decade. In 1981, 36% of the employed respondents had at least two employment positions, by 1989 this had risen only slightly to 38%.

Employment Settings

Full-time Employment

Table 3 presents data on the employment settings of the respondents by type of employment pattern. The primary settings for full-time employed doctorate recipients were hospitals (20%), university settings (17%), and businesses, government and other (13%). Approximately 10% each were employed in independent practice, clinics and other human service settings (e.g., university/college counseling center, special services such as for for mentally handicapped and aged) and nursing homes. Eight percent were located in schools and other educational settings, while about 4%, each, were employed in four-year college settings and medical schools. Less than two percent were found in other academic settings such as two-year colleges or professional schools.

In 1981, the top three employment settings were hospitals, business, government and other, and university settings. In 1989, the top three settings remained the same but the ordering had changed slightly to hospitals, university settings, business, government and other. The continued representation of hospitals in the top three settings is logical given the increasing employment opportunities during the last decade in the human service settings. First employment after the doctorate in human service settings has continued to increase (43% for 1981 doctorate recipients vs. 47% for 1985 doctorate recipients vs. 64% for 1989 doctorate recipients). Independent practice alone has risen from 4% for 1981 doctorates to 11% for 1989 doctorates. Hospitals were named as primary settings for 20% of the new doctorates in 1989 versus 15% in 1981, while employment in clinics has fallen during the same time period. However, there has been no decrease in the full-time employment of new doctorates in academic settings since 1985 (27% in 1985 vs. 27% in 1989).

Respondents who reported a full-time position and a secondary part-time position chose independent practice (41%) and university settings (17%) most often.

The doctorates employed full time as the result of 2 or more part-time positions chose independent practice (31%), hospitals (22%) and clinics (13%) most often as their primary positions. In 1985, the third most frequent primary setting was the university setting at 15%. By 1989 this had dropped to 8% and no longer was among the top three settings for those employed full time by virtue of two or more part-time positions. Almost three quarters of this group found primary employment in a health service setting in 1989.

Part-time Employment

Table 3 also provides information about those who were employed part time (fewer than 35 hours a week) in one or more positions. The data indicate that over a third of doctorate recipients employed part time were in independent practice (38%). This is not surprising, given the high degree of flexibility and autonomy characteristic of independent practice settings.

Full-Time Employment Settings of Doctorate Recipients in Selected Subfields

Table 4 presents data on the primary full-time employment settings for 1989 doctorate recipients by field of degree. As would be expected, human service settings were the primary employers for new doctorates in the practice fields. Specifically, independent practice, hospitals and clinics were major employers of new graduates in clinical and counseling psychology. Schools and other educational settings, universities, and independent practice employed graduates in the subfield of school psychology. Clinical neuropsychologists were located in hospitals, medical schools, clinics and other human service settings.

Those with doctorates in the traditional research subfields were most often working in university settings, with a sizeable proportion in business and government settings. Four-year colleges also were employers of new doctorates in the traditional research fields. Educational psychologists were located in university settings and in schools and other educational settings. Incumbents in fields such as engineering and industrial-organizational psychology were concentrated largely in business and government settings but also were found in universities.

In general, the preponderance of doctorates in the health service provider subfields were located in health service settings, while those in the traditional research subfields were employed by universities, four-year colleges, and business and government settings. Doctorate recipients in the organizational research and development subfields were found predominantly in business and government settings and universities.

Interestingly, larger proportions of graduates in several of the traditional research fields (e.g., developmental, neurosciences and personality) found employment in academic settings in 1989 as compared to 1985, while smaller proportions in some of these fields were employed in business and government settings in 1989.

Job Satisfaction

Data on the perceived importance of the doctoral degree, in general and in psychology specifically, on perceived underemployment and satisfaction with selected elements of the job are presented in Table 5.

Importance of Doctoral Degree

Over half of the doctorates felt that the doctoral degree was an essential qualification for attaining their present position and approximately one-fourth felt that it was helpful.

A doctoral degree, specifically in psychology, also received positive ratings from the doctorates, at least half of whom felt a psychology doctorate to be essential to attaining their present position. Interestingly, the doctorate recipients in health service positions were less likely to consider a general doctoral degree an essential qualification for their position. Conversely, the recipients with positions outside the health service arena were far less likely than those in health service provider fields to consider a doctorate in psychology to be an essential qualification.

Perceived Underemployment

Almost three fourths of the respondents (74%) indicated that they were not underemployed. Of those indicating underemployment in their full-time positions, less than 2% indicated that their jobs were not in their field, almost 11% felt that their jobs were not commensurate with their level of training and 8% indicated that their jobs were not commensurate with their experience. Doctorate recipients in the non health service settings were more likely to report that their jobs actually were not in their fields and that they were currently looking for commensurate positions than were their colleagues in health service settings. For the majority of respondents, graduate training in general and courses in one's major subfield were considered to be closely related to the current primary position. Courses outside the major subfield were most often considered to be somewhat related. Although at least a third of the overall group indicated that research and teaching assistantships were related to their current primary position, over half of the respondents reported that these were not related or not applicable. On the other hand, predoctoral internships most often were rated as closely related. Finally, other practica/internships received positive ratings as closely related or related to current primary position by 57% of the doctorates. Undeniably, some of this variation is the result of the large representation of new doctorates with health service provider training (almost 79%) such that assistantships were deemed less relevant by these respondents, while predoctoral internships were deemed more relevant.

As would be expected, comparisons between the health service provider and non health service provider subfields did yield differences. Graduate training and coursework were considered by both groups to be related to their current primary positions. However, the doctorates in the non-health service provider settings rated the research and teaching assistantships as more related to their current positions than did the doctorates in practice settings. Predoctoral internships received higher ratings from the doctorates employed in health service provider settings than from those in non-practice settings, half of whom rated the predoctorate experiences as not applicable. Similar patterns were noted for the other categories of practicum/internship.

Satisfaction with Current Position

The majority of doctorates seemed to be fairly satisfied with their current positions. With the exception of opportunities for promotion and salary to some extent, over two thirds of the new doctorates were satisfied or very satisfied with benefits, opportunities for personal development and recognition, supervisor, co-workers and working conditions. Interestingly, factors that might be called external to one's control (e.g, supervisor, co-workers and working conditions) were rated more highly than the remaining, more personal factors, such as benefits, salary, recognition, personal development, and opportunities for promotion.

Psychologists in the practice-related settings were more apt than those in other settings to be satisfied with salary, benefits and opportunities for promotion, personal development and recognition. Opinions about supervisors, working conditions, and particularly, co-workers were high across both groups.

Postdoctoral Study

In 1985, results of this survey indicated that approximately one out of ten new doctorates pursued postdoctoral study upon receipt of his/her degree. This trend continued in 1989, with 9% in postdoctorate settings overall, 80% of which were full time. Women comprised 55% of the post doctorates, about 2% less than their representation in the total sample. Almost 89% were White; while Hispanics and Asian Americans each represented 4% of the total, with African Americans at 3%. Just over 2/3 were less than 35 years old; the mean age for postdoctorates (33) was lowest in comparison with all employment statuses (36). Ninety-five percent had earned a PhD and just over half were in the traditional research fields (e.g., neurosciences, cognitive, developmental and physiological), while 37% had earned a degree in clinical psychology. This last represents approximately 9% of the clinical degrees alone. In contrast, approximately 20% of the doctorates in the research fields were involved in post doctoral study.

Around 2/3 of these full-time postdoctoral appointments emphasized research training while the remainder were oriented toward clinical services. Four postdoctorate fellowships were neither research or clinical in focus. The vast majority of research postdoctorates were full time (95%), compared to 64% of the postdoctorates with a service focus.

Involvement in postdoctoral work varies by field of degree; such that only 9% of those with degrees in clinical psychology (or 7% in all health service provider subfields) took postdoctorates, while 20% of those in the more traditional research fields did so.

Several questions have been raised about the postdoctorate experience. These include intensity, focus, and sources of financial support. Questions have been raised about the purpose of postdoctoral study. For instance, does the postdoctorate serve as a means to acquire additional and specialized expertise or does it provide a holding pattern until individuals are able to locate suitable employment, which can happen during economic downturns. The following sections will address some of these issues.

Reasons for Postdoctoral Study

Respondents were given the opportunity to provide both a single most important reason for taking a postdoctorate as well as all reasons for doing so (See Table 6). Only small proportions stated that their primary reason for taking a postdoctorate was that suitable employment was not available; 10% of research appointments and 4% clinical appointments gave this as a primary reason. Lack of suitable employment more often was chosen as one of a constellation of reasons (i.e., all reasons for taking a postdoctorate) for accepting a postdoctorate. Lack of suitable employment was more salient to the research postdoctorates than to the postdoctorates with a clinical focus (27% vs. 15%).

In general, the reasons do not appear to have changed greatly since 1985. For those in postdoctoral positions with a research focus, common reasons included: to become more employable (74%), to complement research knowledge and skills in particular subfield of doctorate (70%), to work with a particular scientist or research group (63%); and to obtain research knowledge and skills in a field other than the doctorate (59%). Those with a clinical focus gave the following reasons: interest in specialized clinical training (93%), to obtain supervised hours to qualify for a licensing exam (88%) and to become more employable (74%). A little more than one third (35%) also mentioned that one of their reasons for postdoctoral study was to complement their research knowledge and skills in the same field as the one in which they received their doctorate.

Looking at primary reasons given by the two groups, it is obvious that lack of employment and opportunities for research or training in a subfield other than the doctorate, were more relevant to those in research postdoctorates. Almost 20% of the research postdoctorates hoped to use the experience to get research knowledge/training in a subfield other than their doctorate, compared to 5% of the postdoctorates with a health service emphasis. Further, nearly 11% took the postdoctorate because employment was not available, while only 4% of those with a service delivery emphasis did so. The percentages have not changed subtantially since 1985 and may indicate a somewhat less optimistic employment situation for this specific group.

Both groups (i.e., research and health service) used the postdoctorate to expand their skills and hopefully increase their marketability. The primary reasons given by each group reinforce these findings, clinical postdoctorate positions were used to obtain additional specialized clinical training (49%), while those with a research focus primarily were taken to expand research knowledge and skills in the same subfield as the doctorate (29%).

Sources and Levels of Support for Postdoctoral Study

Table 7 presents data on all sources of financial support and the primary source of support used for the predoctoral training of 1989 doctorate recipients.

Federal funds appear to have slipped since 1985 as the chief source of support for graduate training. Almost 11% of 1985 graduates indicate that they primarily relied upon federal traineeships, by 1989 this had slipped to 6%. This continues trends noted in previous APA and national surveys. In 1979 for example, 23% of the doctorate recipients indicated that federal funds were their major source of support.

To compensate for this shrinking Federal resource, students have had to look elsewhere. Increasingly, this has meant that the students use personal sources. Personal resources including own and spouse's earnings and student loans comprised the primary source of support for 48% of the new doctorates, about the same as it was in 1985 and up from 40% in 1979. Interestingly, university related support has shifted downward as a primary source of support since 1985 from 28% to 18% in 1989. Unfortunately, some 27% of the 1989 doctorate recipients failed to specify their primary source of support, which is double the percent in 1985 who did not respond to this item.

The doctorates' responses to a question about all sources of support highlight the increased importance of personal resources and student loans in 1989. Ninety-five percent of the new doctorates responded that they had relied upon personal resources at some point in their training. Seventy percent used university-related support during their graduate education. Reliance on student loans also has increased since 1985. However, only one fifth of the new doctorates in 1989 used federal sources at one or another time during their graduate careers, compared to just over one third in 1985.

Just under three fourths of the research postdoctorates received either federal fellowships or research/training grants. Only 13% of the postdoctorates with a health service emphasis received the same types of federal funds. Universities and colleges provided 8% of the research postdoctorate stipends compared to 27% of the service postdoctorate stipends. Over half of the service postdoctorate positions were supported by other sources, in most cases, revenues from client fees.

The data indicate that research postdoctorates were more likely to be paid than were fellowships emphasizing service delivery. This was the case both for full- and part-time postdoctorate positions. Caution should be used in interpreting the results of analyses on the monthly stipends reported by full-time postdoctorates due to the small number of responses for most subfields.

Generally, fellowships emphasizing research training received somewhat higher stipends than did those emphasizing human services. Across all subfields and emphases, postdoctorates in cognitive, experimental/physiological/comparative, neurosciences, clinical neuropsychology received the highest median monthly stipends. Overall, it appears as though most postdoctorates are paid between sixteen and twenty thousand dollars each year.

Levels of Indebtedness

In 1989, doctorates were asked whether they had any debt directly related to either their undergraduate or graduate education. Tables 8 and 9 present the results of these analyses. Over two thirds of the respondents (69%) indicated some level of debt. The field with the highest proportion reporting debts was clinical neuropsychology (83%), followed by health psychology (78%) and industrial-organizational psychology (70%). In general over half to two thirds of the new doctorates in each subfield reported some level of debt related to their education. For the group as a whole, the highest proportion reported levels of debt between $10,000 and $20,000.

Exceptions to this were graduates in the fields of clinical and community psychology, who reported somewhat higher levels. Fully three fourths of those with over $30,000 in debt following graduation received their doctorates in clinical psychology. Graduates in the subfields of biological, developmental, experimental/comparative/physiological, health psychology and neurosciences were most likely to report lower levels of debt.

Salaries of New Doctorates by Positions and Settings

Median salaries of full-time-employed U.S.-resident doctorate recipients are presented in Table 10 by position type and setting. No statistics are provided where there were fewer than five respondents in an employment setting. Caution should be used in interpreting those statistics based on less than 10 respondents. Salaries for direct human service settings are reported separately for clinical, counseling, and school psychology. Salaries are reported on a 9-10-month basis for respondents in faculty positions and direct human service positions in school settings. These may be converted to their 11-12-month equivalents by multiplying by 11/9. The highest median 11-12-month salaries reported by 1989 doctorate recipients were: clinical psychology direct human service positions in school system district offices ($52,280); clinical psychology direct human service positions in individual private practice ($50,000); and research positions in business or industry ($50,000); assistant professor positions in university business schools or departments ($46,000); and other applied psychology positions in consulting firms ($46,000). Caution is in order in those cases in which the reported salaries are based on extremely small numbers of responses and have high standard deviations. For the most part, research, direct human services, administrative and other applied positions were characterized by higher salaries than faculty positions. Definitions of the position types used in the survey are contained in the instrument which can be found in the Appendix.

Table 1

Demographic Characteristics of 1989 Psychology Doctorate Recipients, by Employment Status

Characteristic	Employment Status										Total[a]
	Employed full time		Employed part time		Postdoctoral fellow		Unemployed, seeking		Unemployed, not seeking		
	N	%	N	%	N	%	N	%	N	%	N
All respondents	1,913	78.4	244	9.9	219	8.9	35	1.4	27	1.1	2,441
Sex											
Male	886	85.5	44	4.2	99	9.6	6	0.6	0	0.0	1,036
Female	1,024	73.0	200	14.3	120	8.6	29	2.1	27	1.9	1,402
Not specified	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	3
Ethnicity											
White	1,698	78.1	225	10.3	194	8.9	30	1.4	25	1.2	2,175
Black	61	87.1	2	2.9	7	10.0	0	0.0	0	0.0	70
Hispanic	77	77.0	11	11.0	9	9.0	2	2.0	1	1.0	100
Asian	53	76.8	4	5.9	9	13.2	2	2.9	1	1.5	69
American Indian	4	66.7	1	16.7	0	0.0	1	16.7	0	0.0	6
Other race	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	4
Not specified	16	94.1	1	5.6	0	0.0	0	0.0	0	0.0	17
Hispanic heritage											
Mexican American	21	77.8	3	11.1	3	11.1	0	0.0	0	0.0	27
Puerto Rican	18	78.3	3	13.0	1	4.3	1	4.3	0	0.0	23
Other Hispanic	38	77.6	4	8.5	5	10.2	1	2.0	1	2.0	49
Not specified	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1
Age											
Under 30	258	75.0	24	7.0	58	16.9	2	0.6	2	0.6	345
30 - 34	626	76.6	78	9.5	93	11.4	12	1.5	8	1.0	817
35 - 39	494	80.5	64	10.4	39	6.4	7	1.1	10	1.6	614
40 - 44	311	80.2	45	11.6	20	5.2	7	1.8	5	1.3	389
45 - 49	138	85.2	16	9.9	5	3.1	3	1.9	0	0.0	163
50 - 54	53	77.9	9	13.2	2	2.9	3	4.4	1	1.5	68
55 - 59	13	68.4	5	26.3	1	5.3	0	0.0	0	0.0	19
60 or older	88	66.7	2	16.7	0	0.0	1	8.3	1	8.3	12
Not specified	12	85.7	1	7.1	1	7.1	0	0.0	0	0.0	14
x	36.22		37.04		33.16		38.63		36.52		36.06
S.D.	6.48		7.11		5.37		7.90		7.65		6.56
Children in household											
Yes	708	75.2	153	16.2	49	5.2	13	1.4	19	2.0	943
No	1,187	80.6	86	5.8	170	11.5	22	1.5	8	0.5	1,475
Not specified	18	78.3	5	21.7	0	0.0	0	0.0	0	0.0	23

(continued)

Table 1 (continued)

Demographic Characteristics of 1989 Psychology Doctorate Recipients, by Employment Status

Characteristic	Employment Status										Total[a]
	Employed full time		Employed part time		Postdoctoral fellow		Unemployed, seeking		Unemployed, not seeking		
	N	%	N	%	N	%	N	%	N	%	N
Respondents' Perception of Job Market											
Excellent	238	83.8	20	7.0	22	7.7	1	0.4	3	1.1	284
Good	807	81.4	85	8.6	78	7.9	12	1.2	10	1.0	992
Fair	655	79.7	82	10.0	74	9.0	5	0.6	6	0.7	825
Poor	159	62.4	45	17.6	34	13.3	12	4.7	5	2.0	255
Bleak	31	57.4	8	14.8	9	16.7	4	7.4	2	3.7	54
Not specified	23	74.2	4	12.9	2	6.5	1	3.2	1	3.2	31.

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment, and Educational Research, American Psychological Association.

[a]Total includes 3 employed respondents who did not report their level of employment.

Table 2

Educational Characteristics of 1989 Psychology Doctorate Recipients, by Employment Status

Characteristic	Employment Status										Total[a]
	Employed full time		Employed part time		Postdoctoral fellow		Unemployed, seeking		Unemployed, not seeking		
	N	%	N	%	N	%	N	%	N	%	N
All respondents	1,913	78.5	244	9.9	219	8.9	35	1.4	27	1.1	2,441
Degree earned[b]											
Ph.D.	1,632	77.8	202	9.6	209	10.0	32	1.5	21	1.0	2,099
Psy.D.	255	84.2	34	11.2	8	2.6	1	0.3	5	1.7	303
Ed.D.	27	65.9	9	22.0	2	4.9	2	4.9	1	2.4	41
J.D.	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	2
Other doctorate	8	88.9	1	11.1	0	0.0	0	0.0	0	0.0	9
Subfield of degree											
Health service provider fields											
Clinical	925	78.9	142	12.1	81	6.9	9	0.8	16	1.4	1,174
Clinical Neuropsychology	36	78.3	3	6.5	6	13.0	1	2.2	0	0.0	46
Community	11	91.7	1	8.3	0	0.0	0	0.0	0	0.0	12
Counseling	228	82.9	34	12.4	6	2.2	6	2.2	1	0.4	275
Health	12	66.7	0	0.0	3	16.7	1	5.6	2	11.1	18
School	121	89.6	8	5.9	2	1.5	2	1.5	2	1.5	136
Subtotal	1,333	80.3	188	11.3	98	5.9	19	1.1	21	1.3	1,661
Research and other specialties											
Biological	14	46.7	3	10.0	12	40.0	1	3.3	0	0.0	30
Cognitive	49	72.1	4	5.9	14	20.6	1	1.5	0	0.0	68
Comparative	3	75.0	0	0.0	1	25.0	0	0.0	0	0.0	4
Developmental	99	74.4	13	9.8	13	9.8	5	3.8	3	2.3	133
Educational	81	89.0	6	6.6	3	3.3	1	1.1	0	0.0	91
Engineering	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5
Experimental	41	69.5	3	5.1	14	23.7	0	0.0	1	1.7	59
General	4	66.7	1	16.7	1	16.7	0	0.0	0	0.0	6
Neurosciences	9	33.3	0	0.0	18	66.7	0	0.0	0	0.0	27
Industrial/ Organizational	75	93.8	2	2.5	1	1.2	1	1.2	1	1.2	80
Personality	12	66.7	1	5.6	4	22.2	1	5.6	0	0.0	19
Physiological	1	6.3	3	18.8	12	75.0	0	0.0	0	0.0	16
Psycholinguistics	3	60.0	0	0.0	2	40.0	0	0.0	0	0.0	5
Psychometrics	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	7
Psychopharmacology	5	62.5	0	0.0	2	25.0	1	12.5	0	0.0	8

(continued)

Table 2 (continued)

Educational Characteristics of 1989 Psychology Doctorate Recipients, by Employment Status

Characteristic	Employment Status										Total[a]
	Employed full time		Employed part time		Postdoctoral fellow		Unemployed, seeking		Unemployed, not seeking		
	N	%	N	%	N	%	N	%	N	%	N
Quantitative	8	72.7	0	0.0	1	9.1	2	18.2	0	0.0	11
Social	77	77.8	11	11.1	9	9.1	1	1.0	1	1.0	99
Systems/History/ Methods	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Other, in psychology	67	81.7	7	8.5	6	7.3	2	2.4	0	0.0	82
Subtotal	561	74.7	54	7.2	113	15.0	16	2.1	6	0.8	751
Not in psychology	16	66.7	2	8.3	6	25.0	0	0.0	0	0.0	24
Not specified	3	60.0	0	0.0	2	40.0	0	0.0	0	0.0	5

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment, and Educational Research, American Psychological Association.

[a]Total includes 3 employed respondents who did not report their level of employment.

[b]Respondents were given the option to indicate multiple degrees if applicable.

Table 3

Primary and Secondary Employment Settings for 1989 Psychology Doctorate Recipients by Employment Pattern

Employment Setting	Employment Pattern: Employed full time in a full-time position[a]				Employed full time in two or more part-time positions[b]				Employed part time (Fewer than 35 hrs/wk in one or more positions)[b]			
	Primary position		Secondary position		Primary position		Secondary position		Primary position		Secondary position	
	N	%	N	%	N	%	N	%	N	%	N	%
University settings												
Psychology department	175	10.2	52	9.7	4	2.1	9	4.7	23	9.5	6	7.1
Education department	43	2.5	24	4.5	1	0.5	4	2.1	1	0.4	0	0.0
Business department	13	0.8	2	0.4	0	0.0	1	0.5	1	0.4	0	0.0
Other academic department or unit	34	2.0	8	1.5	7	3.7	6	3.2	2	0.8	1	1.2
Management or administrative office	5	0.3	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0
Research center or institute	19	1.1	2	0.4	3	1.6	0	0.0	2	0.8	0	0.0
Professional school not health related	2	0.1	0	0.0	0	0.0	0	0.0	1	0.4	0	0.0
Other university setting	8	0.5	2	0.4	1	0.5	2	1.1	0	0.0	0	0.0
Subtotal	299	17.4	91	17.0	16	8.4	21	11.6	30	12.3	7	8.3
Four-year colleges												
Psychology department	59	3.4	14	2.6	2	1.0	6	3.2	3	1.2	5	6.0
Education department	7	0.4	2	0.4	0	0.0	0	0.0	0	0.0	0	0.0
Business department	3	0.2	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0
Other academic department or unit	3	0.2	3	0.6	0	0.0	3	1.6	0	0.0	1	1.2
Management or administrative office	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Research center or institute	1	0.1	0	0.0	0	0.0	0	0.0	1	0.4	0	0.0
Other four-year college setting	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4	0	0.0
Subtotal	75	4.4	20	3.7	2	1.0	9	4.7	5	2.1	6	7.1
Medical schools												
Psychiatry department	33	1.9	11	2.1	1	0.5	0	0.0	3	1.2	1	1.2
Other department	42	2.4	5	0.9	2	1.0	4	2.1	1	0.4	0	0.0
Subtotal	75	4.4	16	3.0	3	1.6	4	2.1	4	1.6	1	1.2
Other academic settings												
Two-year college	10	0.6	8	1.5	5	2.6	1	0.5	6	2.5	5	6.0
University-affiliated professional school	12	0.7	2	0.4	0	0.0	1	0.5	0	0.0	0	0.0
Free-standing professional school	0	0.0	3	0.6	2	1.0	3	1.6	1	0.4	0	0.0
Subtotal	22	1.3	13	2.4	7	3.7	5	2.6	7	2.9	5	6.0

(continued)

Table 3 (continued)

Primary and Secondary Employment Settings for 1989 Psychology Doctorate Recipients by Employment Pattern

Employment Setting	Employment Pattern											
	Employed full time in a full-time position[a]				Employed full time in two or more part-time positions[b]				Employed part time (Fewer than 35 hrs/wk in one or more positions)[b]			
	Primary position		Secondary position		Primary position		Secondary position		Primary position		Secondary position	
	N	%	N	%	N	%	N	%	N	%	N	%
Schools and other educational settings												
Elementary or secondary school	79	4.6	6	1.1	6	3.1	3	1.6	7	2.9	2	2.4
School system district office	37	2.2	0	0.0	3	1.6	0	0.0	1	0.4	0	0.0
Other educational setting e.g., vocational, adult special education	21	1.2	1	0.2	0	0.0	1	0.5	2	0.8	2	2.4
Subtotal	137	8.0	7	1.3	9	4.7	4	2.1	10	4.1	4	4.8
Independent practice												
Individual private practice	64	3.7	138	25.8	34	17.8	38	20.0	54	22.1	23	27.4
Group psychological practice	86	5.0	71	13.3	20	10.5	20	10.5	32	13.1	6	7.1
Medical/psychology group practice	31	1.8	12	2.2	5	2.6	6	3.2	6	2.5	1	1.2
Subtotal	181	10.5	221	41.3	59	30.9	64	33.7	92	37.9	30	35.7
Hospitals												
Public general hospital	62	3.6	6	1.1	7	3.7	8	4.2	8	3.3	2	2.4
Private general hospital	69	4.0	19	3.6	17	8.9	8	4.2	11	4.5	4	4.8
Public mental or psychiatric hospital	113	6.6	3	0.6	4	2.1	1	0.5	2	0.8	0	0.0
Not for profit private psychiatric hospital	20	1.2	3	0.6	2	1.0	3	1.6	1	0.4	0	0.0
For profit, private psychiatric hospital	31	1.8	6	1.1	9	4.7	5	2.6	4	1.6	1	1.2
VA hospital	39	2.3	1	0.2	3	1.6	0	0.0	2	0.8	0	0.0
Military hospital	14	0.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Subtotal	348	20.2	38	7.1	42	22.0	25	13.2	28	11.5	7	8.3
Clinics												
Community mental health center or clinic CMHC	123	7.2	19	3.6	12	6.3	9	4.7	22	9.0	5	6.0
Outpatient clinic	37	2.2	28	5.2	10	5.2	8	4.2	10	4.1	3	3.6
Health maintenance organization HMO	17	1.0	0	0.0	3	1.6	0	0.0	4	1.6	1	1.2
Subtotal	177	10.3	47	8.8	25	13.1	17	8.9	36	14.8	9	10.7

(continued)

Table 3 (continued)

Primary and Secondary Employment Settings for 1989 Psychology Doctorate Recipients by Employment Pattern

Employment Setting	Employment Pattern: Employed full time in a full-time position[a]				Employed full time in two or more part-time positions[b]				Employed part time (Fewer than 35 hrs/wk in one or more positions)[b]			
	Primary position		Secondary position		Primary position		Secondary position		Primary position		Secondary position	
	N	%	N	%	N	%	N	%	N	%	N	%
Other human service settings												
University/college counseling center	64	3.7	3	0.6	5	2.6	6	3.2	3	1.2	0	0.0
Non-university counseling or guidance center	7	0.4	5	0.9	5	2.6	3	1.6	1	0.4	1	1.2
Special services e.g., retardation, aging, handicapped	44	2.6	14	2.6	2	1.0	3	1.6	3	1.2	1	1.2
Nursing home	2	0.1	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0
Other human service setting	58	3.4	8	1.5	5	2.6	9	4.7	8	3.3	4	4.8
Subtotal	175	10.2	31	5.8	17	8.9	21	11.1	15	6.2	6	7.1
Business, government, and other												
Self employed, not private practice	11	0.6	22	4.1	5	2.6	3	1.6	6	2.5	6	7.1
Consulting firm	28	1.6	13	2.4	1	0.5	4	2.1	2	0.8	1	1.2
Private research organization	27	1.6	2	0.4	1	0.5	0	0.0	2	0.8	0	0.0
Government research organization	21	1.2	0	0.0	0	0.0	2	1.1	0	0.0	0	0.0
Business or industry	50	2.9	4	0.7	0	0.0	0	0.0	2	0.8	0	0.0
Criminal justice system	17	1.0	1	0.2	1	0.5	3	1.6	2	0.8	0	0.0
Military service other than above	6	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Federal government agency	11	0.6	1	0.2	0	0.0	1	0.5	0	0.0	0	0.0
State government agency	17	1.0	0	0.0	0	0.0	2	1.1	1	0.4	1	1.2
Local government agency	10	0.6	2	0.4	0	0.0	0	0.0	0	0.0	0	0.0
Other nonprofit organization	20	1.2	3	0.6	2	1.0	3	1.6	0	0.0	1	1.2
Other non-educational or non-service setting	2	0.1	3	0.6	0	0.0	1	0.5	1	0.4	0	0.0
Subtotal	220	12.8	51	9.5	10	5.2	19	10.0	16	6.6	9	10.7
Not specified	12	0.7	8	1.5	2	1.0	3	1.5	1	0.4	1	1.2
All settings	1,721	100.0	543	100.0	192	100.0	192	100.0	244	100.0	85	100.0

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment, and Educational Research, American Psychological Association.

Note. Numbers in parentheses are column percentages and may not add up to 100.0% due to rounding.

[a] Primary position is at least 35 hours per week.

[b] Primary and secondary positions are each fewer than 35 hours per week.

Table 4

Primary Full-time Employment Setting by Degree Subfield:
1989 Psychology Doctorate Recipients

Subfield	Employment Setting											
	University		Four-year college		Medical school		Other academic		Schools and other educational		Independent practice	
	N	%	N	%	N	%	N	%	N	%	N	%
Human service provider												
Clinical	55	6.9	13	1.6	41	5.1	2	0.2	33	4.1	130	16.2
Clinical Neuropsychology	1	3.0	0	0.0	5	15.2	0	0.0	0	0.0	181	10.5
Community	3	30.0	0	0.0	1	10.0	1	10.0	1	10.0	0	0.0
Counseling	24	11.8	3	1.5	3	1.5	4	2.0	6	2.9	26	12.7
Health	1	11.1	2	22.2	2	22.2	0	0.0	0	0.0	1	11.1
School	14	12.4	2	1.8	2	1.8	1	0.9	60	53.1	9	8.0
Subtotal	98	7.3	20	1.5	54	4.0	8	0.6	100	7.4	347	25.7
Research												
Biopsychology	5	35.7	1	7.1	2	14.3	0	0.0	0	0.0	0	0.0
Cognitive	29	60.4	6	12.5	0	0.0	0	0.0	0	0.0	0	0.0
Comparative	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Developmental	41	46.1	12	13.5	2	2.2	3	3.4	3	3.4	4	4.5
Experimental	8	20.0	6	15.0	2	5.0	0	0.0	2	5.0	1	2.5
Neurosciences	3	33.3	1	11.1	1	11.1	0	0.0	0	0.0	0	0.0
Personality	6	60.0	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1
Physiological	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Psycholinguistics	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Psychometrics	2	28.6	1	14.3	1	14.3	0	0.0	1	14.3	0	0.0
Psychopharmacology	2	40.0	0	0.0	1	20.0	0	0.0	0	0.0	0	0.0
Quantitative	2	25.0	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0
Social	33	43.4	15	19.7	3	3.9	2	2.6	1	1.3	1	1.3
Subtotal	134	42.9	42	13.5	13	2.9	5	1.6	7	2.2	7	2.2
Organizational research and development												
Engineering	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Industrial-organizational	27	36.5	1	1.4	0	0.0	1	1.4	0	0.0	0	0.0
Subtotal	27	35.1	1	5.2	0	0.0	1	1.3	0	0.0	0	0.0
Educational	17	22.1	10	13.0	5	6.5	5	6.5	17	22.1	0	0.0
General and other												
General	1	25.0	1	25.0	0	0.0	2	16.7	0	0.0	1	25.0
Other, in psychology	13	22.4	1	1.7	2	3.4	2	3.4	10	17.2	3	5.2
Other, not in psychology	7	46.7	0	0.0	1	6.7	1	6.7	3	20.0	1	6.7
Subtotal	21	13.4	2	1.3	3	1.9	5	3.2	13	8.3	5	3.2
Not specified	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7
All subfields	299	17.3	75	4.4	75	4.4	24	1.3	137	8.0	181	10.5

(continued)

Table 4 (continued)

Primary Full-time Employment Setting by Degree Subfield:
1989 Doctorate Recipients With Full-time Positions

	Employment Setting										
	Hospital		Clinic		Other human service setting		Business, government, and other		Not specified		Total
	N	%	N	%	N	%	N	%	N	%	N
Human service provider											
Clinical	261	32.5	134	16.7	81	10.1	48	6.0	4	0.5	802
Clinical Neuropsychology	15	45.5	4	12.1	5	15.2	2	6.1	0	0.0	213
Community	2	20.0	1	10.0	0	0.0	1	10.0	0	0.0	4
Counseling	43	21.1	24	11.8	50	24.5	20	9.8	1	0.5	204
Health	2	22.2	0	0.0	0	0.0	1	11.1	0	0.0	18
School	2	1.8	7	6.2	10	8.8	6	5.3	0	0.0	113
Subtotal	325	24.0	170	12.6	146	10.8	78	5.8	5	0.4	1,351
Research											
Biopsychology	1	7.1	1	7.1	0	0.0	4	28.6	0	0.0	14
Cognitive	1	2.1	0	0.0	1	2.1	9	18.8	2	4.2	48
Comparative	0	0.0	0	0.0	0	0.0	2	66.7	0	0.0	3
Developmental	3	3.4	2	2.2	13	14.6	6	6.7	0	0.0	89
Experimental	1	2.5	0	0.0	3	7.5	15	37.5	2	5.0	40
Neurosciences	2	22.2	0	0.0	0	0.0	2	22.2	0	0.0	9
Personality	1	11.1	0	0.0	0	0.0	2	22.2	0	0.0	9
Physiological	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1
Psycholinguistics	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3
Psychometrics	0	0.0	0	0.0	0	0.0	1	14.3	1	14.3	7
Psychopharmacology	1	20.0	0	0.0	0	0.0	1	20.0	0	0.0	5
Quantitative	0	0.0	0	0.0	0	0.0	5	62.5	0	0.0	8
Social	0	0.0	0	0.0	1	1.3	20	26.3	0	0.0	76
Subtotal	10	3.2	3	1.0	7	5.4	68	21.8	5	1.6	312
Organizational research and development											
Engineering	0	0.0	0	0.0	0	0.0	5	100	0	0.0	5
Industrial-organizational	1	1.4	0	0.0	1	1.4	43	58.1	0	0.0	74
Subtotal	1	1.3	0	0.0	1	1.3	48	60.8	0	0.0	79
Educational	3	3.9	1	1.3	5	6.5	13	16.9	1	1.3	77
General and other											
General	1	25.0	0	0.0	1	25.0	0	0.0	0	0.0	7
Other, in psychology	8	13.8	3	5.2	3	5.2	12	20.7	1	1.7	58
Other, not in psychology	0	0.0	0	0.0	1	6.7	1	6.7	0	0.0	15
Subtotal	9	5.7	3	1.9	5	3.2	13	8.3	1	0.6	157
Not specified	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3
All subfields	348	20.2	177	10.3	175	10.2	220	12.8	12	0.7	1,721

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment, and Educational Research, American Psychological Association.

Note. Percentages are row percentages and may not total to 100.0% due to rounding.

Table 5

Job Satisfaction of Employed 1989 Doctorate Recipients in Psychology

	Total (N=2,159) N	%
Extent Training Related to Current Primary Position		
Graduate training in general		
Closely related	1,514	70.1
Somewhat related	561	26.0
Not related	49	2.3
Not applicable	12	0.6
Not specified	23	1.1
Courses in major subfield		
Closely related	1,535	71.1
Somewhat related	504	23.3
Not related	63	2.9
Not applicable	23	1.1
Not specified	34	1.6
Courses outside major subfield		
Closely related	383	17.7
Somewhat related	1,063	49.2
Not related	378	17.5
Not applicable	266	12.3
Not specified	69	3.2
Research assistantship		
Closely related	318	14.7
Somewhat related	414	19.2
Not related	449	20.8
Not applicable	885	39.7
Not specified	120	5.6
Teaching assistantship		
Closely related	295	13.7
Somewhat related	507	23.5
Not related	469	21.7
Not applicable	758	35.1
Not specified	130	6.0
Predoctoral internship		
Closely related	1,288	59.7
Somewhat related	262	12.1
Not related	74	3.4
Not applicable	469	21.7
Not specified	66	3.1
Other practicum/internship		
Closely related	819	37.9
Somewhat related	426	19.7
Not related	147	6.8
Not applicable	642	29.7
Not specified	125	5.8

(continued)

Table 5 (continued)

Job Satisfaction of Employed 1989 Doctorate Recipients in Psychology

	Total (N=2,159) N	%
Importance of degree for attaining present position		
Doctoral degree		
Essential qualification	1,248	57.8
Helpful, but not essential	510	23.6
Unimportant	132	6.1
Cannot ascertain	35	1.6
Not specified	234	10.8
Doctorate in psychology		
Essential qualification	1,111	51.5
Helpful, but not essential	542	25.1
Unimportant	101	4.7
Cannot ascertain	20	0.9
Not specified	385	17.8
Perceived underemployment in present position		
Not underemployed	1,595	73.9
Job not in field	38	1.8
Job not commensurate with level of training	234	10.8
Job not commensurate with level of experience	173	8.0
Would prefer more challenging position	214	9.9
Currently looking for more commensurate position	281	13.0
Underemployed, but prefer to remain in position	170	7.9
Primary Full-time Position Was First Choice		
Yes	1,589	73.6
Yes, but in different organization	290	13.4
No, would have preferred:		
Faculty position	82	3.8
Educational Administration position	1	0.0
Research position	16	0.7
Human Services position	25	1.2
Administration of human services	15	0.7
Applied psychology	12	0.6
Administration of applied psychology	2	0.1
Other administrative position	1	0.0
Other type of position	26	1.2
Not specified	100	4.6

(continued)

Table 5 (continued)

Job Satisfaction of Employed 1989 Doctorate Recipients in Psychology

	Total (N=2,159) N	%
Level of satisfaction with current position		
Salary		
Very satisfied	307	14.2
Satisfied	1,108	51.3
Dissatisfied	555	25.7
Very Dissatisfied	174	8.1
Not Applicable	6	0.3
Not specified	9	0.4
Benefits		
Very satisfied	473	21.9
Satisfied	1,015	47.0
Dissatisfied	349	16.2
Very Dissatisfied	156	7.2
Not Applicable	154	7.1
Not specified	12	0.6
Opportunity for promotion		
Very satisfied	190	8.8
Satisfied	884	40.9
Dissatisfied	589	27.3
Very Dissatisfied	219	10.1
Not Applicable	263	12.2
Not specified	14	0.6
Opportunity for personal development		
Very satisfied	582	27.0
Satisfied	941	43.6
Dissatisfied	441	20.4
Very Dissatisfied	158	7.3
Not Applicable	25	1.2
Not specified	12	0.6
Opportunity for recognition		
Very satisfied	40	18.8
Satisfied	1,085	50.3
Dissatisfied	441	20.4
Very Dissatisfied	163	7.5
Not Applicable	48	2.2
Not specified	16	0.7
Supervisor		
Very satisfied	657	30.4
Satisfied	841	39.0
Dissatisfied	259	12.0
Very Dissatisfied	140	6.5
Not Applicable	240	11.1
Not specified	22	1.0

(continued)

Table 5 (continued)

Job Satisfaction of Employed 1989 Doctorate Recipients in Psychology

	Total (N=2,159) N	%
Co-workers		
Very satisfied	727	33.7
Satisfied	1,061	49.1
Dissatisfied	189	8.8
Very Dissatisfied	59	2.7
Not Applicable	106	4.9
Not specified	17	0.8
Working conditions		
Very satisfied	524	24.3
Satisfied	1,111	51.5
Dissatisfied	401	18.6
Very Dissatisfied	107	5.0
Not Applicable	7	0.3
Not specified	9	0.4

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment, and Educational Research, American Psychological Association.

Note. Percentages are column percentages and may not add up to 100.0% due to rounding.

Table 6

Reasons For Postdoctoral Study for 1989 Doctorate Recipients With Full-Time Postdoctoral Appointments by Major Emphasis of Study

Reason	All reasons[a]				Major reason[b]			
	Services delivery		Research		Services delivery		Research	
	N	%	N	%	N	%	N	%
To complement research knowledge and skills in same subfield as doctorate	29	34.5	104	70.2	3	3.7	42	29.8
To obtain research knowledge or training in a different subfield than doctorate	16	19.0	87	58.7	4	4.9	28	19.9
To work with a particular scientist or research group	13	15.5	93	62.9	2	2.5	22	15.6
To obtain specialized clinical training	78	92.9	15	9.8	40	49.4	2	1.4
To obtain supervised postdoctoral hours so as to take licensing exam	74	88.1	18	11.9	25	30.9	3	2.1
To switch from research to practice	9	10.7	0	0.0	0	0.0	0	0.0
To become more employable	62	73.8	110	73.4	3	3.7	25	17.7
Employment not available	13	15.5	40	26.6	3	3.7	15	10.6
Other	3	3.6	11	7.7	1	1.2	4	2.8
Reason not specified	0	0.0	1	0.7	3	3.7	7	5.0
Total	84	100.0	148	100.0	84	100.0	148	100.0

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment and Educational Research, American Psychological Association.

Note. Included are respondents with full-time postdoctoral appointments. Not included are 5 individuals whose fellowships emphasized neither research nor practice.

[a]Respondents were given the opportunity to indicate all reasons for accepting a postdoctoral fellowship, and many indicated more than one reason. Therefore, the percentages total to more than 100.0%.

[b]Column percentages are given and may not sum to 100.0% due to rounding.

Table 7

Sources of Financial Support for Doctoral Training Reported by 1989 Doctorate Recipients in Psychology

Source of Support	All sources[a] N	All sources[a] %	Primary source N	Primary source %
Personal Resources				
Own earnings	2,130	87.3	473	19.4
Spouse's earnings	1,012	41.5	265	10.9
Family	941	38.5	149	6.1
Other personal sources	109	4.5	19	0.8
Subtotal	2,331	95.5[b]	906	37.1
Student Loans				
Guaranteed Student Loan GSL	1,415	58.0	232	9.5
National Direct Student Loan NDSL	425	17.4	8	0.3
Other subsidized guaranteed, or low-interest loan	251	10.3	28	1.1
Subtotal	1,517	62.1[b]	268	11.0
University-Related				
Fellowship	508	20.8	84	3.4
Research assistantship	917	37.6	126	5.2
Teaching assistantship	1,236	50.6	199	8.2
Other university source	238	9.8	30	1.2
Subtotal	1,710	70.1[b]	439	18.0
Federal sources				
NIMH Traineeship	213	8.7	30	1.2
NIH Traineeship	23	0.9	8	0.3
NSF Fellowship	28	1.1	23	0.9
Other HHS Fellowship	12	0.5	2	0.1
NSF Research Assistant	9	0.4	2	0.1
NIH Research Assistant	30	1.2	9	0.4
HHS Research Assistant	3	0.1	1	0.0
Graduate Professional Opportunities Program Fellowship G*POP	18	0.7	5	0.2
Other Department of Education Support	8	0.3	1	0.0
Veterans Administration GI Bill, etc.	51	2.1	5	0.2
Other U.S. federal support	17	0.7	3	0.1
Canadian Provincial/Federal Fellowship	71	2.9	36	1.5
Other Federal Sources	66	2.7	26	1.1
Subtotal	496	20.3[b]	151	6.2
Other Sources of Support	193	7.9	26	1.1
Source not specified	3	0.1	651	26.7
Total	2,441	100.0	2,441	100.0

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment and Educational Research, APA

[a]Respondents were given the opportunity to indicate all sources of financial support, and many indicated more than one source. Therefore, the percentages in this column total to more than 100.0%.

[b]These entries indicate the number and percentage of respondents who indicated any personal, student loan, university-related, or federal source of support.

Table 8

Debt Related to Undergraduate and/or Graduate Education On Receipt of Doctoral Degree: 1989 Doctorate Recipients in Psychology

Subfield	Education-Related Debt Reported						Total
	Yes		No		Not specified		
	N	%	N	%	N	%	
N=	1,715	70.3	718	29.4	8	0.3	2,441
Service provider fields							
Clinical	915	77.9	254	22.2	5	0.4	1,174
Clinical Neuro-psychology	38	82.6	8	17.4	0	0.0	46
Community	7	58.3	5	41.7	0	0.0	12
Counseling	177	64.4	98	35.6	0	0.0	275
Health	14	77.8	4	22.2	0	0.0	18
School	82	60.3	54	39.7	0	0.0	136
Subtotal	1,233	74.2	423	25.5	5	0.3	1,661
Research and other fields							
Biological	17	56.7	13	43.3	0	0.0	30
Cognitive	34	50.0	34	50.0	0	0.0	68
Developmental	85	63.9	47	35.3	1	0.8	133
Educational	48	52.7	42	46.2	1	1.1	91
Experimental, Physiological, or Comparative	51	64.6	27	34.2	1	1.3	79
Industrial-Organizational	56	70.0	24	30.0	0	0.0	80
Neurosciences	16	59.3	11	40.7	0	0.0	27
Personality	10	52.6	9	47.4	0	0.0	19
Psychopharmacology	6	75.0	2	25.0	0	0.0	8
Quantitative	8	72.7	3	27.3	0	0.0	11
Social	68	68.7	31	31.3	0	0.0	99
Other in Psychology	70	66.0	36	34.0	0	0.0	106
Other not Psych	11	45.8	13	54.2	0	0.0	24
Subtotal	482	61.8	295	37.8	3	0.4	780
Not specified	2	40.0	3	60.0	0	0.0	5

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment, and Educational Research, American Psychological Association.

Table 9

Level of Education-Related Debt Owed On Receipt of Doctoral Degree:
1989 Doctorate Recipients in Psychology Who Reported Any Debt

Subfield	Level of Cumulative Debt at Graduation												Total
	2500 or less		2501 - 5000		5001 - 10000		10001 - 20000		20001 - 30000		30001 or more		
	N	%	N	%	N	%	N	%	N	%	N	%	
N=	106	6.2	187	10.9	324	18.9	479	28.0	362	21.1	255	14.9	1,713
Service provider fields													
Clinical	38	4.2	76	8.3	131	14.3	235	25.7	236	25.8	198	21.7	914
Clinical Neuropsych	1	2.6	4	10.5	9	23.7	11	28.9	7	18.4	6	15.8	38
Community	0	0.0	0	0.0	1	14.3	3	42.9	3	42.9	0	0.0	7
Counseling	15	8.5	20	11.4	31	17.6	66	37.5	29	16.5	15	8.5	176
Health	2	14.3	3	21.4	3	21.4	2	14.3	3	21.4	1	7.1	14
School	4	4.9	15	18.3	19	23.2	20	24.4	17	20.7	7	8.5	82
Research and other fields													
Biological	1	5.9	2	11.8	9	52.9	3	17.6	2	11.8	0	0.0	17
Cognitive	5	14.7	4	11.8	7	20.6	10	29.4	7	20.6	1	2.9	34
Developmental	7	8.2	15	17.6	25	29.4	25	29.4	7	8.2	6	7.1	85
Educational	6	12.5	7	14.6	13	27.1	13	27.1	7	14.6	2	4.2	48
Experimental, Physiological, or Comparative	5	9.8	7	13.7	17	33.3	9	17.6	8	15.7	5	9.8	51
I/O	2	3.6	11	19.6	14	25.0	19	33.9	8	14.3	2	3.6	56
Neurosciences	2	12.5	3	18.8	6	37.5	4	25.0	1	6.3	0	0.0	16
Personality	0	0.0	1	10.0	5	50.0	4	40.0	0	0.0	0	0.0	10
Psychopharmacology	0	0.0	0	0.0	2	33.3	4	66.7	0	0.0	0	0.0	6
Quantitative	2	25.0	2	25.0	1	12.5	2	25.0	1	12.5	0	.0	8
Social	5	7.4	11	16.2	12	17.6	23	33.8	13	19.1	4	5.9	68
Other in psychology	11	15.7	5	7.1	17	24.3	20	28.6	11	15.7	6	8.6	70
Other not psych	0	0.0	1	9.1	2	18.2	6	54.5	1	9.1	1	9.1	11
Not specified	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment and Educational Research.

Note. Not included are 2 individuals who reported debt but did not specify the amount of debt.

Table 10

Full-Time Salaries of U.S.-Resident 1989 Doctorate Recipients
in Selected Positions and Settings

Position Type and Employment Setting	Median	Mean	S.D.	N
Assistant professor				
All settings*	$30,000	$30,014	5,810	285
University psychology department*	30,000	29,980	3,830	129
University education department*	30,000	30,260	4,070	30
University business school or department*	46,000	42,750	10,370	10
University, other academic department*	32,000	31,280	4,270	20
Four-year college psychology department*	26,000	26,190	4,130	51
Medical school, psychiatry department	36,500	35,210	3,580	14
Medical school, not psychiatry department	40,000	38,310	5,090	13
Lecturer/Instructor				
All settings*	$28,640	$29,190	7,630	40
University settings*	26,000	27,690	7,800	13
Medical school	35,000	34,230	4,800	13
Hospital	40,000	41,140	11,440	7
Research positions				
All settings	$37,000	$37,000	9,890	91
Medical School	31,500	31,130	9,720	8
Private research organization/laboratory	37,000	38,520	10,220	21
Government research organization/laboratory	41,000	41,220	5,050	17
Business or industry	50,000	47,640	10,610	11
Direct human services				
Clinical psychology				
All settings	$37,000	$39,610	12,270	525
University counseling center *	24,550	26,420	4,330	17
Elementary or secondary school*	39,270	37,840	9,720	13
School System District Office	52,280	51,290	10,730	8
Public general hospital	37,000	35,840	4,260	32
Private general hospital	38,000	38,110	6,140	37
Public mental hospital	38,000	37,800	5,410	74
Private mental hospital	35,000	36,630	6,610	12
Veterans Administration hospital	36,000	36,320	3,960	22
For profit, private psychiatric hospital	39,000	40,630	8,450	19
Military hospital	35,000	37,710	7,410	7
Individual private practice	50,000	51,980	23,240	41
Group psychological practice	40,000	45,820	16,080	59
Medical/psychological group practice	45,000	47,450	14,680	18
Outpatient clinic	30,000	30,140	5,310	17
Community mental health center (CMHC)	32,000	33,480	6,760	66
Health Maintenance Organization (HMO)	42,500	42,020	9,410	14
Special health services: retardation, aging, or handicapped	36,000	35,010	3,250	10
Criminal Justice System	39,500	42,090	7,710	6

(continued)

Table 10 (continued)

Full-Time Salaries of U.S.-Resident 1989 Doctorate Recipients
in Selected Positions and Settings

Position Type and Employment Setting	Median	Mean	S.D.	N
Direct human services				
Counseling psychology				
All settings	$35,000	$35,900	10,050	123
University/college counseling center *	25,000	25,410*	3,540	32
Private general hospital	36,000	35,570	4,720	7
Public mental hospital	39,500	39,750	7,530	12
Individual private practice	35,000	36,200	18,160	5
Group psychological practice	40,000	41,900	20,250	12
Medical/psychological group practice	38,000	38,000	14,320	6
Community mental health center (CMHC)	33,000	36,080	9,060	13
Direct human services				
School psychology				
All settings	$44,000	$44,400	11,590	76
Elementary or secondary school*	37,640	39,040	9,260	30
School system district office	44,000	43,580	9,410	11
Community Mental Health Center (CMHC)	32,000	34,200	6,140	5
Administration of Human services				
All settings	$39,000	$40,480	10,610	138
University/college counseling center *	31,080	34,150	11,500	32
Public general hospital	36,000	38,570	6,450	7
Private general hospital	38,000	43,220	12,270	12
Public mental hospital	38,500	38,500	4,870	12
Outpatient clinic	36,000	36,500	4,420	6
Community mental health center	35,000	36,090	9,710	26
Special health services: retardation, aging, or handicapped	45,000	45,580	16,960	12
Other human service setting	36,000	41,570	12,830	14
Other applied psychology				
All settings	$44,000	$45,470	11,140	61
Consulting firm	46,000	49,170	11,240	18
Business or industry	44,000	45,780	8,740	26
Federal government agency	43,000	44,290	6,760	5

Source: 1989 Doctorate Employment Survey, Office of Demographic, Employment and Educational Research, APA

Note. Salaries are those at time of survey (i.e., Spring 1989), and are presented for only those settings that were reported by 5 or more individuals.

*Salaries for these types of positions are typically paid on a 9-10-month (academic year) basis. The statistics given here may be converted to their 11-12-month (calendar year) equivalents by multiplying by 11/9.

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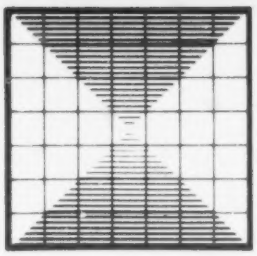
Appendix

1989 Doctorate Employment Survey



Office of Demographic, Employment & Educational Research

DOCTORATE EMPLOYMENT SURVEY 1989

ATTENTION

- If you were **NOT** awarded your doctorate between July 1, 1988 and June 30, 1989, mark the appropriate circle below, **STOP HERE**, and **RETURN QUESTIONNAIRE.**

○ Prior to July 1, 1988

○ After June 30, 1989

DIRECTIONS — PLEASE READ CAREFULLY BEFORE GOING TO PAGE 2

- PLEASE BE ASSURED THAT ALL RESPONSES TO THIS QUESTIONNAIRE ARE CONFIDENTIAL.
- This questionnaire should only take 20 minutes of your time. We would appreciate your completing and returning it AS SOON AS POSSIBLE.
- Please read all response options before answering.
- We welcome your comments on both your employment experiences and the actual survey itself. At the end of the questionnaire, space has been provided for any comments that would help us to better understand the employment of new doctorate recipients. In addition, throughout the questionnaire, boxes have been provided so that you can elaborate on "Other" responses to specific items.
- If you have any questions, please call Jessica Kohout or Marlene Wicherski COLLECT at (202) 955-7680.
- When completed, return in the enclosed, business reply envelope to:

Demographic, Employment, and Educational Research
American Psychological Association
1200 Seventeenth St. N.W.
Washington, DC 20036

05722

DO NOT WRITE IN THIS SHADED AREA

AMERICAN PSYCHOLOGICAL ASSOCIATION
DOCTORATE EMPLOYMENT SURVEY
1989

ALL RESPONSES ARE CONFIDENTIAL.

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules would be most appreciated.

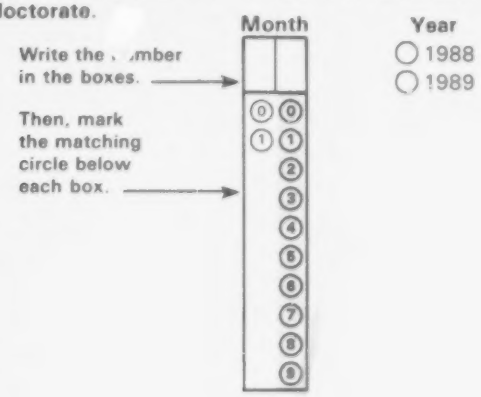
- **Use only a No. 2 pencil.**
- **Make heavy black marks that fill the circle.**
- **Erase cleanly any answer you wish to change.**
- **Make no stray markings of any kind.**
- **For the questions that require you to write in and code your response, please complete by entering the numbers in the boxes provided and by darkening the corresponding circle below each box.**

INCORRECT MARKS ✓ ⊗ ○ ⊙

CORRECT MARK ○ ● ○ ○

A. EDUCATION AND TRAINING

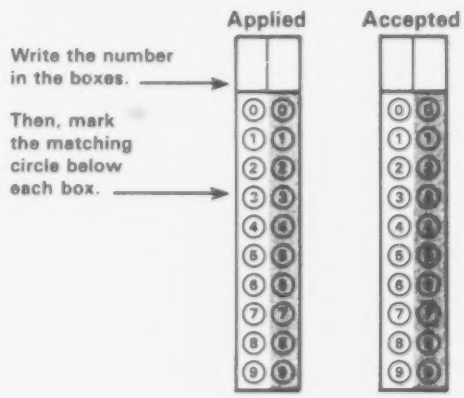
1. **In the boxes below, indicate the month in which you were awarded your doctorate (e.g., June 1989 = "06" "89"). Then mark the matching circle below each box. Next, mark the appropriate circle, on the right, for the year in which you were awarded your doctorate.**



2. **Please indicate doctoral degrees earned:** (Mark all that apply)
   - ○ Ph.D.
   - ○ Ed.D.
   - ○ Psy.D.
   - ○ J.D.
   - ○ Rh.D.
   - ○ Other, please specify →

3. **Please indicate the subfield or specialty of your doctorate.**
   - ○ Biological
   - ○ Clinical
   - ○ Clinical Neuropsychology
   - ○ Cognitive
   - ○ Community
   - ○ Comparative
   - ○ Counseling
   - ○ Developmental
   - ○ Educational
   - ○ Engineering
   - ○ Experimental
   - ○ General
   - ○ Health
   - ○ Industrial/Organizational
   - ○ Neurosciences (not Clinical Neuropsychology)
   - ○ Personality
   - ○ Physiological
   - ○ Psycholinguistics
   - ○ Psychometrics
   - ○ Psychopharmacology
   - ○ Quantitative
   - ○ School
   - ○ Social
   - ○ Systems/History/Methods
   - ○ Other, in psychology, please specify →
   - ○ Other, not in psychology, please specify →

4. **In the boxes below, indicate the number of doctoral programs in psychology to which you applied and the number to which you were accepted in preparation for the doctorate just completed.**



5. Sources of Support for Doctoral Training

(Note: Fellowships are awarded to individual students who apply directly to the granting agency. Traineeships are awarded to the department/institution which in turn makes awards to its students.)

In the left column, indicate all sources of support during your doctoral training. (Mark all that apply)		In the right column, indicate the major source of support during your doctoral training. (Mark one only)
	Own/Family Resources	
○	Own Earnings	○
○	Spouse's Earnings	○
○	Family Contributions	○
○	Other Family Sources, please specify →	○
	Student Loans	
○	Guaranteed Student Loan	○
○	National Direct Student Loan	○
○	Other Loan, not listed, please specify →	○
	University-Related	
○	Teaching Assistantship	○
○	Research Assistantship	○
○	University Fellowship	○
○	Other, not listed, please specify →	○
	Federal Support	
○	NIMH Traineeship	○
○	NIH Traineeship	○
○	NSF Fellowship	○
○	Other HHS Fellowship	○
○	NSF Research Assistant	○
○	NIH Research Assistant	○
○	HHS Research Assistant	○
	Graduate Professional Opportunities	
○	Program Fellowship (G*POP)	○
○	Other Department of Education	○
○	Veterans Administration (GI Bill, etc.)	○
○	Other U.S. Federal Support	○
○	Canadian Provincial/Federal Fellowship	○
○	Other Federal Sources, please specify →	○
○	**Other Sources**, please specify →	○

6. Upon receipt of your doctoral degree, did you have any debt directly related to your undergraduate and/or graduate education (tuition, fees, living expenses, books and supplies, etc.)?

- ○ Yes
- ○ No

6a. IF YES, what was the level of your cumulative debt at the time of graduation? (Mark one only)

- ○ $2,500 or less
- ○ $2,501 - $5,000
- ○ $5,001 - $10,000
- ○ $10,001 - $20,000
- ○ $20,001 - $30,000
- ○ $30,001 or more

7. What is your CURRENT employment status? (Mark all that apply)

- ○ Currently employed **(Answer Sections B and E only)**
- ○ Currently have a postdoctoral fellowship or traineeship **(Answer Sections C and E only)**
- ○ Not currently employed **(Answer Sections D and E only)**

B. EMPLOYMENT

In this section we are interested in your employment: where you work, how many hours per week you work, your work activities and so forth. The section is designed so that people holding more than one position, e.g., two 20-hour per week jobs, as well as those holding one position, can accurately complete the questions. Thus, some of the questions refer to both "primary" and "secondary" employment positions. If you have a postdoctoral fellowship in addition to your employment, report your employment in this section and your postdoctoral fellowship in Section C. **DO NOT DESCRIBE YOUR POST-DOCTORAL POSITION IN THIS SECTION.**

8. How many employment positions do you have? (Mark one only)

- ○ 1 position **(Answer questions 9-24 for "primary" employment only.)**
- ○ 2 positions **(Answer questions 9-24 for both "primary" and "secondary" employment.)**
- ○ 3 or more positions **(Answer questions 9-24 for the two positions where you spend the most time.)**

8a. Do you spend a total of 35 or more hours/week in these positions?

- ○ Yes
- ○ No

9. Type of position. Please select the category that best describes the type of position you hold in your primary and secondary (if any) work setting(s). You may be involved in several different types of work activities; however, your employment position can usually be described by one of the following categories.
(Mark one for each position held)

PRIMARY POSITION | SECONDARY POSITION

Faculty Position. Includes teaching and/or research activities appropriate to your academic setting. If you are primarily employed in a faculty position (including being chair of a department), please indicate your academic rank.

- ○ ..... Full Professor ..... ○
- ○ ..... Associate Professor ..... ○
- ○ ..... Assistant Professor ..... ○
- ○ ..... Lecturer/Instructor ..... ○
- ○ ..... Other Faculty Position, please specify → ..... ○

- ○ **Educational Administration.** Includes college or university administrative positions (such as president, provost, assistant dean, etc.) although you may also have a faculty appointment. Does not include department chair. Also includes superintendent of school district or other administrative position related to education. ○
- ○ **Research.** Includes basic or applied research in any field. Includes non-faculty research positions and work in government or private research laboratories and institutes. ○
- ○ **Administration of Research.** Includes the management of a research organization or program. Although you may be directly involved in research design, data collection, and so forth, your primary responsibility is administering research activities, including supervising research personnel. ○
- ○ **Direct Human Services.** Includes diagnosis and assessment, psychotherapy, counseling and guidance, school psychological services, prevention and consultation. ○
- ○ **Administration of Human Services.** Includes the management of a program of human services. Although you may be directly involved in the delivery of human services, your primary responsibility is administering human service activities, including supervising human service personnel. ○
- ○ **Other Applied Psychology.** Includes the practice of industrial/organizational psychology; personnel selection or assessment; systems or equipment design; organizational consultation, analysis or training. ○
- ○ **Administration of Applied Psychology.** Includes the management of an applied psychology organization or program, such as a consulting firm specializing in industrial/organizational psychology. Although you may be directly involved in applied psychology activities, your primary responsibilty is administering the program, including supervising personnel. ○
- ○ **Other Administrative Position.** Includes management of a business, government agency, or nonprofit organization that cannot be described as the direct administration of educational, research, human services, or applied psychology. Often this type of position is related to psychology, such as administering a government program to fund psychological research. Includes policy or program development or review, personnel administration, and budgeting. ○
- ○ **Other Type of Position.** Includes any type of position that cannot be reasonably assigned to the above categories (e.g., sales, publishing, secondary school teacher). Please specify → ○

10. In the boxes at the right, indicate the number of hours/week you spend in each employment position.

If the number is less than 10, please mark leading zeros (e.g., 8 hours/week = "08")

Primary position Hours/week	Secondary position Hours/week
00 01 02 03 04 05 06 07 08 09	00 01 02 03 04 05 06 07 08 09

11. (IF YOUR PRIMARY POSITION IS LESS THAN 35 HOURS PER WEEK) What was the MOST important reason for choosing one or more part-time position(s)?
(Mark one only)

- ○ I prefer having one or more part-time positions because it provides a broader range of work responsibilities.
- ○ I could not find a full-time position that was appropriate.
- ○ I prefer having one or more part-time positions because of family responsibilities.
- ○ Other, please specify →

12. Using the code list below, indicate in the boxes the employment setting(s) of your primary and secondary (if any) positions.

Educational Institutions

University (excluding medical school):
01 Psychology department
02 Education department
03 Business school or department
04 Other academic department or unit
05 Management or administrative unit
06 Student counseling or services center
07 Research center or institute
08 Professional school other than medical or health services (e.g., law or journalism)
09 Other university setting

Four-year college:
11 Psychology department
12 Education department
13 Business school or department
14 Other academic department or unit
15 Management or administrative unit
16 Student counseling or services center
17 Research center or institute
19 Other four-year college setting

21 Two-year college
22 Medical school, psychiatry department
23 Medical school, other than psychiatry department
27 University-affiliated professional school for health services other than medical (e.g., psychology, nursing, dentistry, etc.)
24 Free-standing professional school for health services other than medical (e.g., psychology, nursing, etc.)
25 Elementary or secondary school
26 School system district office
29 Other educational setting (e.g., vocational, adult or special education)

Human Service Settings

31 Public general hospital
32 Private general hospital
33 City, county, state psychiatric hospital
34 Not for profit private psychiatric hospital
36 For profit, private psychiatric hospital
35 VA hospital
37 Military hospital (e.g., Air Force)

41 Individual private practice
42 Group psychological practice
43 Medical, psychological group practice
44 Outpatient mental health clinic, freestanding
45 Community mental health center or clinic (CMHC)
46 Health Maintenance Organization (HMO)
47 Counseling or guidance center (not school or college)
40 Nursing home
48 Special health services (e.g., substance abuse or mental retardation)
49 Other human service setting

Other Employment Settings

51 Self-employed (other than private practice)
52 Consulting firm
53 Private research organization or lab
54 Government research organization or lab
55 Business or industry (excluding consulting firm or research organization)
61 Criminal justice system
62 Military service (other than above settings)
63 Federal government agency (other than above settings)
64 State govt. agency (other than above settings)
65 Local govt. agency (other than above settings)
66 Other non-profit organization
69 Other non-educational or non-service setting not listed above

Primary position	Secondary position
00 01 02 03 04 05 06 07 08 09	00 01 02 03 04 05 06 07 08 09

13. How many hours per week do you spend in the following activities in your primary employment position. (Write the hours for each activity in the boxes.) Write "0" if you do not engage in a particular activity. Your answers should add up to the total number of hours per week in your primary position provided in Question 10. After writing in the hours for each activity, mark the matching circle for each digit of your answers.

Research Basic and Applied	Human Services	Other Applied Psychology	Education/ Teaching	Management and Administration	Other Activities
0 0	0 0	0 0	0 0	0 0	0 0
1 1	1 1	1 1	1 1	1 1	1 1
2 2	2 2	2 2	2 2	2 2	2 2
3 3	3 3	3 3	3 3	3 3	3 3
4 4	4 4	4 4	4 4	4 4	4 4
5 5	5 5	5 5	5 5	5 5	5 5
6 6	6 6	6 6	6 6	6 6	6 6
7 7	7 7	7 7	7 7	7 7	7 7
8 8	8 8	8 8	8 8	8 8	8 8
9 9	9 9	9 9	9 9	9 9	9 9

14. If you have a faculty position, are you on the tenure track? (Mark one only)

- ○ Not applicable, not academically employed
- ○ No, not on tenure track
- ○ Yes, on tenure track
- ○ Yes, have tenure

15. Do you have a contract for your employment positions? (Mark one for each position held)

PRIMARY POSITION		SECONDARY POSITION
○	Yes, a renewable contract	○
○	Yes, a non-renewable contract	○
○	No, but position is indefinite or permanent if so desired	○
○	No, no contract	○

16. How important was each in enabling you to attain your present primary position? (Mark one only in each column)

DOCTORAL DEGREE		DOCTORAL DEGREE IN PSYCHOLOGY
○	Essential qualification	○
○	Helpful, but not essential	○
○	Unimportant	○
○	Cannot ascertain	○

17. Indicate the extent to which each of the following was related to your current primary position. (Mark one for each category)

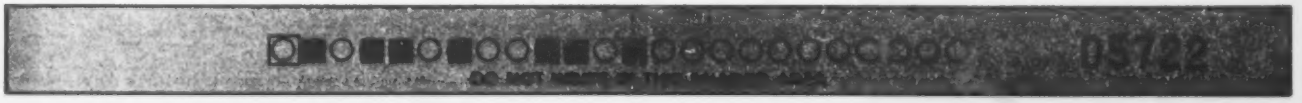
	Closely Related	Somewhat Related	Not Related	Not Applicable
Graduate training in general	○	○	○	○
Graduate courses in major subfield or specialty	○	○	○	○
Graduate courses outside subfield or specialty	○	○	○	○
Research assistantship	○	○	○	○
Teaching assistantship	○	○	○	○
Clinical, counseling or school predoctoral internship	○	○	○	○
Other type of practicum or internship (e.g., applied research)	○	○	○	○

18. Do you consider yourself underemployed in your current primary position? (Mark all that apply)

- ○ No, I am not underemployed
- ○ Yes, the job is not in my field
- ○ Yes, the job is not commensurate with my level of training
- ○ Yes, the job is not commensurate with my level of experience
- ○ Yes, I would prefer a more challenging position
- ○ Yes, and I am currently looking for a more commensurate position
- ○ Yes, but I prefer to remain in this position for personal reasons

19. Please indicate how satisfied you are with each of the following dimensions of your current primary position. (Mark one response for each dimension)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
Salary	○	○	○	○	○
Benefits	○	○	○	○	○
Opportunities for promotion	○	○	○	○	○
Opportunities for personal development	○	○	○	○	○
Opportunities for recognition	○	○	○	○	○
Supervisor	○	○	○	○	○
Co-workers	○	○	○	○	○
Working conditions	○	○	○	○	○



20. Current Full-time Salary

Indicate in thousands of dollars the amount of salary from your current full-time primary position (e.g., $25,000 = 25). **Do not report salary here if you are not** employed full-time (35 hours/week or more) in your primary position or if you do not have a full-time independent practice. Persons in independent practice should report income after deducting office expenses.

○ Not applicable, do not have a full-time position or full-time independent practice

Full-time Salary
(Thousands of dollars)

Write in boxes full-time salary in thousands of dollars → $,000.00

Then, mark the matching circle below each box. →

Indicate the period for this salary. (Mark one only)

○ 9 month ○ 11 month
○ 10 month ○ 12 month

21. When did you find your present employment (i.e., accepted the job offer)? (Mark one only)

Found present employment position:

○ Not applicable, already employed in this position when I started my doctoral program
○ Before completing requirements for doctorate
○ Within 3 months after completing requirements
○ 4-6 months after completing requirements
○ More than 6 months after completing requirements for doctorate

22. Was your current primary position your first choice? (Mark one only)

○ Yes, my current position was my first choice
○ No, I would have preferred to have the same type of position but in a different institution/organization

No, I would have preferred to have a:

○ Faculty position
○ Educational administration position
○ Research position
○ Administration of research position
○ Direct human services position
○ Administration of human services position
○ Applied psychology position
○ Administration of applied psychology position
○ Other administrative position
○ Other type of position

23. In obtaining your current primary employment position, mark in the left-hand column, all the following job-search methods which you used. (Mark all that apply)

Then, in the right-hand column, indicate the one which was most successful. (Mark one only)

Used		Most Successful
○	Informal channels including colleagues, professors or friends	○
○	Newspaper advertisements	○
○	APA national convention's placement service	○
○	Other national convention placement service	○
○	Regional convention/placement service	○
○	Advertisements in the APA Monitor	○
○	Advertisements in the Chronicle of Higher Education or other professional newsletter	○
○	Professional journals or periodicals	○
○	Filled out a civil service application	○
○	Used an employment agency	○
○	Met employer through former job	○
○	Sent unsolicited vitae	○
○	Received unsolicited offer	○
○	Other, please specify →	○

24. What were your reasons for not taking a postdoctoral fellowship? (Mark all that apply)

○ Not applicable, I currently have a postdoctoral fellowship **(Go to Section C)**
○ Not applicable, already have completed postdoctoral fellowship
○ No suitable postdoctoral fellowship available
○ Felt that a postdoctoral fellowship would be of little or no benefit to my career
○ More promising employment opportunities available
○ Postdoctoral fellowship available but stipends are too low compared with other employment opportunities
○ Other, please specify →

C. CURRENT POSTDOCTORAL FELLOWSHIP

25. Is your fellowship: (Mark one only)

○ Full-time (35 or more hours per week)
○ Part-time (less than 35 hours per week)

26. What is the source of your stipend? (Mark one only)

○ Not applicable, no stipend
○ Federal fellowship or training grant
○ Federal research grant or contract
○ Canadian provincial/federal fellowship
○ Nonfederal nationally-awarded fellowship (e.g., private foundation)
○ University or college
○ Other, please specify →

27. Indicate the subfield or specialty of your postdoctoral fellowship. (Mark one only)

- ○ Biological
- ○ Clinical
- ○ Clinical Neuropsychology
- ○ Cognitive
- ○ Community
- ○ Comparative
- ○ Counseling
- ○ Developmental
- ○ Educational
- ○ Engineering
- ○ Experimental
- ○ General
- ○ Health
- ○ Industrial/ Organizational
- ○ Neurosciences (not Clinical Neuropsychology)
- ○ Personality
- ○ Physiological
- ○ Psycholinguistics
- ○ Psychometrics
- ○ Psychopharmacology
- ○ Quantitative
- ○ School
- ○ Social
- ○ Systems/History/Methods
- ○ Other, in psychology, please specify →
- ○ Other, not in psychology, please specify →

28. In the boxes below, indicate the amount of monthly stipend to the nearest dollar from your postdoctoral position. If you do not receive a stipend, mark the circle "Not applicable."

○ Not applicable, do not have a stipend

.00 PER MONTH

29. What is the duration of your fellowship? (Mark one only)

- ○ 3 months or less
- ○ 4 to 11 months
- ○ 12 to 23 months
- ○ 24 months or more

30. Is the primary emphasis of your fellowship: (Mark one only)

- ○ Research training
- ○ Clinical service
- ○ Other, please specify →

31. In the left column, indicate all your reasons for accepting a postdoctoral fellowship. In the right column, indicate your primary reason for accepting this fellowship.

Mark all that apply		Mark one only
○	To complement research knowledge and skills in the same subfield as my doctorate	○
○	To obtain research knowledge or training in a different subfield than doctorate	○
○	To work with a particular scientist or research group	○
○	To obtain specialized clinical training	○
○	To obtain supervised postdoctoral hours so as to take the licensing exam	○
○	To switch from research to practice	○
○	To become more employable	○
○	Employment not available	○
○	Other, please specify →	○

GO TO SECTION E

D. CURRENTLY NOT EMPLOYED

FILL OUT ONLY IF CURRENTLY NOT EMPLOYED.

32. Have you ever been employed in psychology at a professional level since receiving your doctorate?

○ Yes ○ No

33. Are you currently seeking employment?

- ○ Yes — if yes →
- ○ No

a. How long have you been seeking?

- ○ 0-3 months
- ○ 4-6 months
- ○ More than 6 months

34. Mark one of the following statements that best describes your present situation:

- ○ Do not want to be employed now
- ○ Enrolled in school
- ○ Would like a part-time job (or a job with flexible hours), but unable to find one
- ○ Involuntarily involved with home, child care because unable to find adequate substitute care
- ○ Am not seeking work because I feel that no jobs are available to me
- ○ Am seeking work, but find no suitable position in my area and I do not want to relocate
- ○ Am seeking work and am willing to relocate but am unable to find a suitable job
- ○ Illness, accident, or health problem
- ○ Moved to new location but have not found a job
- ○ Other reason, please specify →

E. DEMOGRAPHIC INFORMATION

35. What is your age?

Write your age in the boxes. →

Then, mark the matching circle below each box. →

36. What is your sex?

- ○ Male
- ○ Female

37. What is your racial background? (Mark one only)

- ○ White
- ○ Black
- ○ Asian or Pacific Islander
- ○ American Indian or Alaskan Native

38. Is your ethnic heritage Hispanic?

- ○ Yes
- ○ No

38a. If yes, is it:

- ○ Mexican American
- ○ Puerto Rican
- ○ Other Hispanic

39. Are you: (Mark one)

- ○ U.S. Citizen
- ○ Canadian Citizen
- ○ Other, please specify →

40. Do you have children living with you?

- ○ No → **Skip to Question 41**
- ○ Yes

40a. If yes, indicate number living with you in each age category below.

Number of Children	AGE <1 Year	1-5 Years	6-10 Years	11-15 Years	16-20 Years
	⓪	⓪	⓪	⓪	⓪
	①	①	①	①	①
	②	②	②	②	②
	③	③	③	③	③
	④	④	④	④	④
	⑤	⑤	⑤	⑤	⑤
	○ >5	○ >5	○ >5	○ >5	○ >5

41. Overall, how would you rate the job market for a person like yourself?

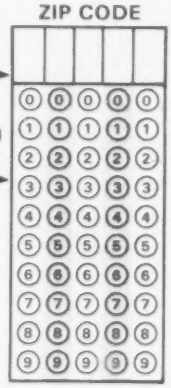
- ○ Bleak
- ○ Poor
- ○ Fair
- ○ Good
- ○ Excellent

42. If U.S. resident, what is the ZIP code of your current primary employment or postdoctoral training site?

ZIP CODE

Write ZIP code. →

Then, mark the matching circle below each box. →



○ Mark here if NOT U.S. resident

43. Please use this space to comment on 1) any other aspects of your labor market experiences, such as holding a position you believe to be innovative or non-traditional, and 2) the survey itself.

DO NOT WRITE OUTSIDE SHADED BOX →

44. Name and address of person not living with you who will know your address should we wish to contact you in the future for additional information regarding employment issues.

Name _____

Address _____

45. All information that you have provided in this questionnaire is completely confidential and is used for statistical purposes only. This means that information will be released only in the form of statistical summaries and no data, including your name and address, are released on an individual basis to other offices within APA or to other organizations.

We do, however, receive requests from time to time, for the names and addresses of new doctorate recipients in psychology. Currently, we do not comply with these requests; however, we need a better understanding of how respondents actually feel about this policy.

Please indicate how you feel about releasing your name and address for the following purposes.
(Mark all that apply)

○ I DO NOT wish to have my name and address released for ANY purpose.

○ I AM WILLING to have my name and address released to researchers wishing to conduct special research projects (e.g., a federally-funded study on psychologists' career paths).

○ I AM WILLING to have my name and address released to the APA Membership Office so as to receive information on APA and membership application procedures.

RETURN AS SOON AS POSSIBLE

Thank you very much for your cooperation. Return this completed form in the enclosed postage-paid envelope to:

Office of Demographic, Employment and Educational Research
American Psychological Association
1200 Seventeenth Street N.W.
Washington, DC 20036

American Psychological Association

1200 17th Street, N.W.
Washington, D.C. 20036